



Department of
Education

College, Career and
Technical Education

Division of College, Career & Technical Education 2016 Year in Review & Upcoming Initiatives for 2017

As part of my continued commitment to provide relevant, transparent communications to all of our stakeholders, I am honored to present a snapshot of our division's accomplishments over the last 12 months, as well as a glimpse of our anticipated 2017 initiatives.

Over the past five years, our division has focused on developing and promoting learning environments that ensure there are "no dead ends" for students. In doing so, we have focused on establishing rigorous education-to-career learning pathways that are vertically aligned and braided with postsecondary programs and viable occupational opportunities in Tennessee. Complementary to this has been our strong commitment to provide targeted and robust professional development for educators and school personnel. Though much work remains, we are buoyed by the growing positive trends that we are seeing across the state. This work is a complement to, and a reflection of, the department of education's strategic plan, [Tennessee Succeeds](#).

As we close out 2016 and lay our sights on 2017, I have no doubt that this new year will be just as amazing and transformational for our students and educators across the state as the previous 12 months. On behalf of everyone in the division of college, career and technical education, I want to thank our partners and stakeholders for working alongside us. I look forward to continuing our collective commitment to ensuring that all students in Tennessee are given real opportunities to be successful in their educational and occupational pursuits.

Our CCTE mission is straightforward:

With one common culture, one common vision, and one common approach, the division of college, career and technical education shall be responsive, relevant, and innovative in the promotion of multiple learning pathways and efficient learning transitions for all students.

In doing so, our efforts will be actionable, measurable, and ambitious and will complement the department of education's overarching core values and the larger belief that all students can achieve academically and be prepared appropriately for success at the postsecondary level and in their chosen careers.

With our team's mission and the department's core values as our inspiration, I am pleased to provide the 2016 Year in Review.

—Danielle Mezera, Assistant Commissioner

(December 2016)

Office of Student Readiness and Early Postsecondary

Early Postsecondary Coordination and Alignment

Accomplishments

- The statewide dual credit pilot served over **6,681 students across 209 high schools** during the 2015-16 school year. Student enrollment in fall 2016 added another **3,762 students across 93 high schools**.
- A total of **eight statewide dual credit courses** are being offered during the **2016-17 school year**. They are pre-calculus, sociology, statistics, agriculture business finance, plant science, world history, psychology, and criminal justice. World history and psychology were added to the pilot in the 2016-17 school year.
- During the summer, **over 250 high school teachers** participated in completely revamped two-day professional development sessions specific to each statewide dual credit course. The training was developed and facilitated by postsecondary and secondary faculty, in conjunction with the office of talent improvement and the national TNTP organization.
- Technical assistance and teacher training were provided to schools and districts participating in the department's **Advance Placement (AP) Expansion Pilot**, which aims to start and grow AP programs in rural and small districts. **Over 100 teachers participated**.
- The **Advanced Placement (AP) and Industry Certification Exam Fee Pilot** covered the full cost of AP exams for **3,796 students** and industry certification fees for **650 students** for 2016 spring semester. The AP portion of the pilot program was expanded to include teacher licenses for AP Insight, a digital curriculum supplement, and six workshops, which benefited **104 AP teachers** in English Literature, English Language, and Strategies in Mathematics.
- The **TCAT/TDOE Early Postsecondary Pilot**, which links specific CTE programs of study at the high school with TN College of Applied Technology (TCAT) instruction and postsecondary credit/hours, **expanded to eight counties, impacting 10 high schools**. Students, who completed their prescribed coursework, banked postsecondary credit with their partnering TCAT institution. A sampling of targeted programs of study included mechatronics, diesel technology, cosmetology/barbering, and automotive collision repair.
- The office of early postsecondary coordination and alignment (EPCA) formally launched the **Early Postsecondary Opportunities (EPSO) Data System**. The data system is designed to collect, track, and report earned student early postsecondary credits across the state's secondary and postsecondary systems. It now holds all historical data for statewide dual credit exams.
- The division was **awarded a \$112,400 grant** and was named an official partner of **Code.org** to expand access to computer science curriculum, with a focus on Advanced Placement (AP) Computer Science courses.
- EPCA **created new marketing materials** for each early postsecondary opportunity, including a new comparison poster, individual program one-pagers, and myths-and-facts documents.
- EPCA successfully launched the state's first **Early Postsecondary Week**, which will be an annual event going forward. **More than 40 high schools** participated in the weeklong event by promoting a series of marketing promotionals and activities that call attention to the various ways students can earn postsecondary credit while in high school. Videos by Peter Laviolette, head coach for the Nashville Predators; Grace Burgess, Miss Tennessee; and Clinton McDonald, defensive tackle for the Tampa Bay Buccaneers and University of Memphis graduate, provided inspiring testimonials for the week's topics.

- Successfully advocated for changes in state board policy regarding **acceptance of dual enrollment courses for high school graduation requirements**.

Upcoming in 2017

- Official launch and implement the office of early postsecondary coordination and alignment's **Early Postsecondary Opportunities Strategic Growth Plan**. The plan will call attention to specific core priorities, goals, and strategies pertaining to the strong growth of EPSO courses and exams and equitable access for all students in Tennessee over the next four years.
- Plan to develop and offer an additional **new statewide dual credit course, Survey of American History I**, as part of the statewide dual credit pilot for the 2017-18 school year.
- Official launch of **Code.org Computer Science Pilot** in summer 2017 to provide teacher training for roughly 40 teachers and to expand AP computer science courses across the state.
- **Audit all current services and communications processes** and approaches utilized by the office in order **to drive and improve overall quality** and consistency for stakeholders.
- Finalize **data sharing agreements** with **Cambridge International** and **International Baccalaureate** to upload directly student level outcome data into the department's EIS system.
- Assist with the implementation and promotion of EPSOs as part of the **state ESSA plan** and **revised accountability system**.

School Counseling

Accomplishments

- Partnered with the department's division of data and research to survey K-12 school counselors. **More than 400 school counselors responded** to the state's first ever comprehensive counselor survey, which examined counselor placement and student-ratio data, assignment of duties, and use of student data to drive course placement. Responses from the survey influenced the development of a school counselor module in the Tennessee Educator Survey and revised school counselor questions in the department's annual District Survey. Information from these surveys were used to inform the revision of the state's school counseling standards and model of practice.
- Completed the revision of the **Tennessee School Counseling Standards and Model of Practice**, which was formally adopted by the Tennessee State Board of Education in October. Developed a **standards rollout plan** for 2017 that will involve school counselors, administrators, supervisors and directors.
- Partnered with the department's CORE offices to facilitate regional **School Counselor Collaboratives** to provide professional development and networking opportunities in each of the eight CORE regions, **benefiting 825 counselors** to-date.
- Partnered with Tennessee Higher Education Commission (THEC) and Tennessee Student Assistance Corporation (TSAC) to **facilitate seven regional school counselor meetings** across the state, **benefiting over 500 counselors**, to discuss **changes to the FAFSA** and **FAFSA Frenzy campaign**.
- Conducted the state's first **high school counselor mini conference** last summer to provide specific professional development for high school counselors. The conference will be an annual event.
- Co-led with the National Center for Youth Issues the 2016 Tennessee School Counselor and Administrator Leadership Institute (SCALI), which benefited nearly **1000 school counselors and administrators**.
- Launched the state's first **Tennessee School Counseling Advisory Committee**, which will help facilitate the promotion and achievement of the division's school counseling strategic plan.

- Worked to address **mental health needs of students** through the development and launch of the *Test Anxiety Toolkit* in partnership with the TN AWARE project.
- Led Tennessee state team to **White House Convening** to strategize with national experts on increasing effective K-12 postsecondary readiness plans and to support the First Lady's **Reach Higher initiative**.
- Completed full review of school counseling communications channels, including the creation of a bi-monthly newsletter to school counselors. To date, the ***School Counselor Connection*** has **more than 4,000 subscriptions**.

Upcoming in 2017

- Continue implementation of the school counseling standards professional development roll out plan, including regional administrator and counselor meetings, intensive multi-day summer training, and virtual meeting tools and webinars to assist schools and districts on planning for the implementation of the revised counseling model and standards. The plan will include the creation of an ***Implementation Guide*** and ***Resource Guide***.
- Work with division of teachers and leaders to **revise TEAM training guidance** for school services personnel rubric to provide technical assistance to those evaluating school counselors.
- Continue partnership with the National Center for Youth Issues to plan the **2017 School Counselor and Administrator Leadership Institute (SCALI)**, including identification of keynote speakers and program sessions.
- Partner with the division of data and research to administer an annual **comprehensive school counselor survey** to measure progress toward implementation of the revised model and standards, identify additional professional development needs, and evaluate current levels of support from the department. Continue placement of school counseling survey questions in the department's Tennessee Educator Survey and District Survey.
- **Develop and release of a suite of digital training materials** for school counselors on college access and success (college match, financial aid/scholarships, importance of ACT/SAT, profiles of various levels of postsecondary institutions).

Student Readiness & High School Strategies

Accomplishments

- Launched the **Algebra I/Integrated Math I Blended Learning Pilot**. The pilot consists of roughly 50 teachers and 5,000 students working to integrate technology with strong teaching practices on differentiated instruction for students. Pilot initiatives included district outreach, training, ongoing professional development, and qualitative and quantitative data collection. The pilot is a component of the department's broader **personalized learning strategy**. Provided ongoing staff support for the department's **Personalized Learning Task Force (PLTF)** and the creation of the [PLTF Report](#).
- Provided staff support for the department's **Career Forward Task Force (CFTF)** and the creation of the [CFTF Report](#). The task force focused on defining a **postsecondary and career ready student** and developed guidelines and recommendations to support that vision.
- Led training and communications, and provided regional support for **RTI² high school implementation**, including a step-by-step implementation checklist, monthly trainings, regular communications, conference presentations, and on-demand support coordinated through CORE

offices. District outreach included a total of **51 training sessions** in all eight CORE regions. Regional RTI² trainings had an **overall attendance of over 1,000 participants**.

- Facilitated the content development for two 2016 summer educator trainings: **ACT & Bridge to Postsecondary** and **Intervention & Differentiation in Secondary Literacy**. Through Regional Educator Summits, these trainings reached **over 1,500 educators** across the state.
- Created standards for a statewide **ACT preparation course**, *Preparing for the ACT, Postsecondary, and Career*, which was approved by the State Board of Education in October. Nearly **100 high schools in 49 districts** across the state are currently piloting the course. Full course implementation is set for the 2017–18 academic year.
- Created and implemented the department's **ACT Senior Retake Opportunity**, which provided a chance for high school seniors to retake the ACT free of charge, a key element in the state's ACT growth strategy. October national ACT testing in Tennessee doubled to over 40,000 students.
- Developed a comprehensive list of student milestones for college and career readiness to frame (a) strategic work on student transitions through K-12 and into postsecondary, (b) the development of tools and features in the new CollegeforTN.org, and (c) the implementation of the department's IES data system grant on student pathways.
- Convened a departmental **Effective Transitions Working Group** to identify policy and program alignment opportunities across divisions relating to student academic and non-academic milestones and district early warning system tools.
- Led the **College & Career Readiness Leadership Council**, providing key support on the development of the department's ACT strategy, the Career Forward Task Force recommendations, and the college and career readiness indicators for the state's ESSA plan and revised accountability system.
- **Conducted nearly 50 school and district visits**, as well as held a regional student focus group, to get feedback on college and career readiness focus areas, such as ACT, school counseling, course taking, course planning, goal setting, and overall school culture.
- Convened a statewide, district-represented **Credit Recovery Working Group** to advise the department and develop recommendations for the State Board of Education regarding the revision of the state's credit recovery policy and its implementation.

Upcoming in 2017

- **Expand the Algebra I/Integrated Math I Blended Learning Pilot** to 100 teachers and 10,000 students. Continue to guide content development, training, research, and district outreach for the pilot. Release progress report on the pilot with results from year one, as well as best practices on implementing blended learning in the classroom.
- Expand the department's broader **personalized learning strategy**. This will include the development of a **competency based education pilot** with a launch pilot phase planned for the 2017-18 school year.
- Coordinate the implementation of the **Virtual Course Access** legislation providing students the opportunity to take online courses.
- Assist with achieving the **recommendations** from the department's **Career Forward Task Force**, which will further support the development of postsecondary and career ready students in Tennessee.

- Produce a qualitative and quantitative analysis of the ACT preparation pilot to share common challenges, best practices, and student and teacher perspectives on preparing for the ACT leading to the statewide launch of *Preparing for the ACT, Postsecondary, and Career*, in fall 2017.
- Collaborate with department divisions and postsecondary systems to affirm **vertical alignment of required core courses** for high school graduation with seamless student matriculation to postsecondary admittance and enrollment.
- Develop and provide implementation support for a credit recovery program, including a peer-review process to evaluate credit recovery materials and release of additional guidance.
- Convene a statewide, district-represented working group and a departmental advisory team to address challenges with secondary **master scheduling** and defining a **teacher of record**. Both convenings are intended to address evolving challenges with ensuring students receive a full, robust learning experiences leading to postsecondary and career readiness. Challenges include the offering of virtual and distance courses, early postsecondary opportunities, work-based learning, and multi-district and cross-state agreements.

Office of Career and Technical Education

Student Success

Accomplishments

- Revised the definition of a **student who concentrates in CTE** to focus on progression through a program of study, rather than taking general courses in a career cluster. The new definition will take effect in the 2017-18 school year.
- Established **data sharing agreements** with **industry certification** agencies to directly receive data on the participation and pass rates of students earning department promoted industry certifications aligned to CTE courses and programs of study.
- Finalized a **Memorandum of Understanding** (MOU) between the department and the Tennessee Colleges of Applied Technology (TCAT) system to allow for department-promoted industry certifications to count as clock hours for any secondary student who obtains a certification and matriculates to an aligned TCAT program. Department-promoted industry certifications are now a part of the department's overall statewide **early postsecondary portfolio**.
- Conducted an analysis with the TCAT system of current department promoted **CTE programs of study** to ensure program **vertical alignment**. Released alignment document to districts to assist with open enrollment (program of study selection), as well as to assist in identifying early postsecondary course and exam opportunities for students.
- Convened **Industry Advisory Council meetings** for 13 career clusters, allowing members to visit high school programs of study and to provide input on ways local districts can grow their advisory councils. Created a teacher resource document utilizing feedback from sessions.
- Facilitated **28 career cluster regional collaboratives**, in partnership with the Talent Improvement unit, providing industry-based professional development to **691 educators**.
- **Released 2017-18 programs of study** in the beginning of October, **earlier than ever before**, to provide districts ample time to review their offerings, compare against postsecondary and labor data, and to make appropriate decisions leading up to the scheduling of students for the 2017-18 school year.

- Revised the **Cosmetology program of study** to create fully seamless pathways into postsecondary institutions and career options for students.
- Revised **Fire Management program of study** course standards to better align with the national Fire and Emergency Services Higher Education (FESHE) curriculum.
- **Developed new programs of study** in Cybersecurity, Educational Therapy & Support, and Human Resources Management, as well as a course in Mobile App Development, in order to address changing industry needs.
- Conducted **60 classroom visits** where career cluster consultants observed instruction and heard from teachers about learning supports they need to be more successful in their classrooms.
- Created and launched a statewide [STEM Strategic Plan](#), which includes a common definition of STEM, along with a mission, vision, and core priorities targeted at increasing access to and quality of K-12 STEM education across the state.
- Established a **new teacher training for STEM educators** (across all four content areas), which was conducted at Institute for CTE Educators over the summer. Training focused on project-based learning, applications of the engineering process, course standards, and rigorous instructional activities that participants could take back to the classroom to help increase student engagement and achievement. Over 50 teachers participated.
- Created and piloted the **Tennessee Specific Industry Certification** in animal science within the Agriculture, Food, & Natural Resources career cluster. The certification is being administered this school year.
- Released **ACT aligned classroom-based instructional activities** for CTE teachers based on aligned career cluster content.
- Revised the **textbook adoption method** in partnership with the office of content and assessment design to allow for greater district autonomy in reviewing and adopting CTE textbooks and materials for courses.

Upcoming in 2017

- Will release a Request for Proposals (RFP) for the creation of **CTE course exams** to create authentic means of evaluating student progression within the Mechatronics and Horticulture Science programs of study, as well as work-based learning. Select exams will be piloted in the 2017-18 school year.
- Additional **Tennessee Specific Industry Certifications** in Agriculture, Food, & Natural Resources and Human Services will be developed and piloted in the 2017-18 school year.
- Develop a state and district **equitable access** policy and approach to ensure all students can enroll and complete their chosen CTE programs of study, particularly in non-traditional occupational fields.

Talent Improvement

Accomplishments

- Continued implementation of the statewide **Professional Development Model for CTE educators**. The model focuses on year-long professional development for all CTE educators in identified areas of need. This includes continued implementation of the **coaching and developing of teachers** series for CTE directors through their study councils.

- Launched **CTE Teacher Coaching Pilot** in 21 districts across the state with CTE directors and building level administrators to support educator development toward the Vision of Excellent CTE Instruction.
- Provided state-level and district-level **data snapshots** of CTE teacher and student performance across **EOC, ACT**, and **non-cognitive student achievement indicators** for CTE directors in order to drive thoughtful decision making at the district level on course selection, student achievement, and teacher support. Indicators also included seamless **postsecondary enrollment** by career cluster to inform administrators on who was matriculating to postsecondary education.
- Facilitated **28 career cluster regional collaboratives**, in partnership with the Student Success unit, providing industry-based professional development to **691 educators**.
- Refined the state's **new teacher training program** for occupational licensed teachers. Achieved a participant satisfaction rating of **4.9 out of a possible 5** for both January and June trainings. Trainings included feedback on lesson plans and curriculum maps submitted by each new teacher to provide them with strong support; saw a 10-25 percent increase in quality of lesson plans, curriculum maps, and unpacking standards.
- Launched the division's summer **School Team Externship Program** with four school teams. The initiative connected general education and CTE teachers, CTE directors, principals, instructional coaches, and school counselors, to various targeted industries across the state in order to develop and strengthen student learning across disciplines and student advisement.
- Launched the **CTE Teacher Recruitment and Retention Pilot** with three districts across the state, leading to collaborative efforts from directors of schools, CTE directors, principals, and human resource personnel. Teams created district-level action plans with goals for the recruitment and retention of their CTE teachers.
- Oversaw the 2016 **Institute for CTE Educators**, which was kicked off by Governor Bill Haslam. The institute focused on **rigorous PD and strategies to develop the "ready" student**. The annual PD event incorporated a student panel and increased the number of opportunities for educators to refine their instructional practices through more hands-on, application-based sessions.
- Began refining the **Practitioner Occupational Licensure** process through TNCompass, allowing for educators to be able to submit licenses electronically.
- Completed research on **CTE Educator Preparation Programs**, including specialty areas programs and the occupational licensure advancement programs. Drafted a plan of action to examine these programs in more depth to support CTE educator preparedness for Tennessee classrooms.
- Created an **ACT Strategies and Solutions Seminar** to provide high school teams specific tips and strategies for ACT preparation based on current ACT data and nationally recognized best practices through collaborative professional development. Targeted follow up support will be provided by CTE CORE consultants.

Upcoming in 2017

- Review of **CTE Educator Preparation Program standards** and development of approach to address areas of misalignment to support CTE educator preparedness for Tennessee classrooms.
- Maturation of **CTE Teacher Recruitment and Retention** practices with resources for districts on how to implement successful methods.
- Expansion of **Coaching and Developing CTE teachers** model to ensure CTE directors have the tools necessary to support teachers in the Vision of Excellent CTE Instruction.
- Inclusion of the **Practitioner Occupational Licensure** in TN Compass, allowing for educators to be able to submit licenses electronically.

- Expansion of the **School Team Externship Program** to include more district teams and industry partners.
- Release of expanded **district data snapshots**, which will include three-year trend data, to assist districts in writing CTE local plans and the selection of appropriate programs of study.
- Review of CTE **Quality Program Indicators** and the alignment to the Vision of Excellent CTE Instruction and seamless postsecondary to career pathways.
- Continued **focus on ACT and early postsecondary** strategies, culture, and implementation specific to the CTE classroom.
- Planning and preparation for the 2017 **Institute for CTE Educators** on:
 - Embedding CTSOs in the classroom through hands-on projects
 - Building Industry Vocabulary
 - Building local industry connections and partnerships
 - Creating authentic industry-based classroom activities
 - Building standards-based projects
 - Designing lessons and objectives to prepare students for exams and certifications

Student Leadership

Accomplishments

- Provided **industry-led professional development at seven CTSO state conferences**, providing teachers with an industry perspective of specific course standards.
- Experienced an overall **7 percent growth** in Career and Technical Student Organization (CTSO) membership **over the previous year** to 60,312 members, including an **11.5 percent** in **SkillsUSA** and **16 percent** in **DECA**.
- Launched **CTSO Goodwill Tours** focused on providing state officers opportunities to engage postsecondary and industry partners across the state and to encourage greater involvement by these partners in CTSO events.
- SkillsUSA was awarded a total of **19 national medals** at its National Conference—the most ever received by the state.
- Co-hosted the largest **DECA International Career Development Conference** to date with over 18,000 attendees.
- Chartered **collegiate DECA chapters** at University of Tennessee Knoxville, Middle Tennessee State University, and University of Memphis.
- Increased state membership in FBLA with **over 7,000** student members and almost **500 chapter advisers**. The organization had **15 top ten national finalists** at the National Leadership Conference.
- Tennessee received **55 gold, 58 silver, and 12 bronze medals** for student mastery of college and career-readiness skills such as leadership, management, and problem-solving at the FCCLA STAR Events national conference in San Diego, CA.
- Co-hosted the **HOSA International Leadership Conference**. Tennessee schools had over 30 competitors in the top 10. Munford High School HOSA and Covington High School HOSA received recognition for their work with the HOSA Service Project and the Medical Reserve Corps.
- **HOSA** reported its largest membership to date with **over 11,000 members** in Tennessee, while **FFA** membership topped **over 14,000 members**.
- **Hosted 504 FFA members** from across the state to promote **postsecondary opportunities** in Agriculture, Food, & Natural Resources during the University of Tennessee Varsity Visit.
- Tennessee FFA students received **14 national awards** at the National FFA Convention.

- **CTSO Advisory Councils** were created and launched to better support the various student organizations going forward.

Upcoming in 2017

- Pilot **Educator's Rising** student organization competitions at regional FCCLA events to increase opportunities for students within the Education & Training career cluster.
- Implement a statewide **CTSO marketing and membership growth plan** for each CTSO, which will include a focus on middle school participation opportunities, overall student membership expansion, state officer candidacy interest, leadership development training, alumni participation, and expansion of school chapters.
- Promote **rigorous and relevant CTSO competitive events** aligned to CTE course standards.
- Expand STEM promotion across all student organizations through the development of **STEM competitive events and project-based learning** activities for the classroom and after school.
- Streamline **CTSO accounting procedures** to provide greater accountability measures and to provide instantaneous access for CTSO state advisors to communicate their membership and dues statuses.
- Utilize **CTSO Advisory Councils** to determine clear organizational policies and procedures for each organization at the state level.

Statewide Work-Based Learning (WBL)

Accomplishments

- Provided regional **professional learning communities (PLCs)** for WBL Coordinators focused on program continuous improvement. Led by the **WBL Leadership Council**, the PLCs promoted successful practices and deep-dive discussions for reflection and goal-setting. Eighty-one teachers renewed their WBL certificates through regional PLC participation.
- Established a new baseline for capstone WBL participation. In the 2015-16 academic year, **9,093 students participated in capstone WBL courses**, up from 3,010 students in the 2012-13 academic year.
- Trained **over 565 teachers** on the state's updated WBL model through two-day trainings designed to familiarize teachers with updated policies and strong WBL facilitation practices in 2016. This raises the **total number of WBL certified teachers to over 1,090** to date.
- Established a **WBL Champions** group to promote WBL in targeted Tennessee industries in high-wage, high-demand industry sectors, starting with advanced manufacturing. **Conducted a site visit** to Southwire in Georgia with participating champions and Tennessee school districts. Visit led to the state's first WBL capstone for advanced manufacturing students in Tennessee through a partnership with VIAM and Coffee County Schools.
- Developed and promoted the [WBL Myths vs. Facts of Industry](#) of having minors work onsite with Tennessee employers in collaboration with the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, the Tennessee Business Roundtable and other key stakeholders.
- Partnered with the Tennessee Business Roundtable to host the state's first **WBL Summit for Industry** to promote creative WBL district-employer models. Special presentations were provided

from Education Commissioner McQueen, Economic and Community Development Commissioner Boyd, and Labor and Workforce Development Commissioner Phillips.

- Launched a **WBL Portfolio Committee**, charged with setting expectations for capstone WBL experiences through the promotion of three important outcomes:
 - **stronger student portfolios** that attest to their postsecondary and career readiness,
 - demonstrated **student skill growth** aligned to employability skills and a **growth score** for the state's TEAM rubric, and
 - district **portfolio growth measures** to demonstrate student growth and teacher effectiveness.
- Updated [Service-Learning standards](#) to align the course with the State Board of Education's Work-Based Learning (WBL) Framework.
- Launched **two WBL pilots through Perkins Reserve Grants** to promote innovation in WBL through the expansion of career exploration in early grades (Carter County) and Youth Apprenticeship starting in high school (Clarksville-Montgomery County).
- Collaborated with the department of economic and community development's **Three Star program** to promote **dedicated funding to assist rural and economically distressed counties** in the expansion of K-12 WBL experiences for students.

Upcoming in 2017

- Create and launch a **WBL for Tennessee Industry webpage** to promote industry engagement in K-12 WBL and to share valuable resources and promising practices.
- Launch a **WBL Portfolio Pilot** to test the use of portfolio growth scores and to demonstrate effective teaching for WBL coordinators' TEAM assessments. Participating districts will be among the first in the nation to test the use of portfolio growth measures at the high school level.
- Expand **WBL Champions** group to represent Tennessee's target industries and focus on expansion of WBL experiences in Tennessee's fastest growing industry sectors.
- Implement **improved data collection and reporting system** to provide the department and districts with useful WBL data to aid in program development and quality implementation across the state. Develop **WBL data profiles** to assist district leadership in the ongoing development and continuous improvement of rigorous WBL programs.
- Develop and launch, in coordination with other divisional units, **professional development for district administrators and school counselors** to expand K-12 WBL programs. PD will include templates and resources that promote effective program planning.
- Expand and promote resources to strengthen **elementary and middle school WBL experiences** to drive clear K-12 WBL models.

Pathways Tennessee and Industry Partnerships

Accomplishments

- Increased presence to **eight regions, spanning 35 counties**, which is a significant increase from 20 counties in 2015.
- Applied for and received a \$100,000 **planning grant** from the [New Skills for Youth](#) (NSFY) initiative (collaboration between Council of Chief State School Officers and JPMorgan Chase).
 - Grant allowed Tennessee to complete a statewide asset mapping process and needs assessment to identify strengths and opportunities of existing structures, policies, and resources supporting education-to-career learning pathways across the state. Specific grant activities included holding regional focus groups, a statewide summit focused on vertical alignment, and the development of a suite of branded marketing materials for regional use.
 - One of 25 states to receive the planning grant, which is an eligibility requirement for consideration of NSFY Phase Two competition for awards up to \$2 million over three years (awards announced in January 2017). Tennessee's NSFY Phase Two proposal would accelerate the expansion of Pathways Tennessee with a vision of increasing students' equitable access to, and successful completion of, education-to-career learning pathways aligned with regional economic and labor market demands.
- Pathways Tennessee state planning team and partner agencies collaborated in several major projects and initiatives to increase alignment and progress toward shared goals, including the ongoing work of the governor's subcommittee on workforce development, LEAP 2.0 grants, and the development of the [Workforce Innovation and Opportunity Act State Plan](#), [Career Forward Task Force Report](#), and [Rural Task Force Report](#), all of which support increasing student access to high quality education-to-career learning pathways in Tennessee.
- Held annual **state summit** in September 2016. **130 leaders** from the state's nine regions (based on ECD's regions) attended to engage in conversation around regional approaches, vertical alignment of educational programs and workforce needs, and state agency resources.
- Completed three **asset mappings** of Tennessee's initiatives, strengths, barriers and opportunities in the Northern Middle, Southern Middle, and Greater Memphis regions. Tennessee is the second state to complete a statewide mapping of education and workforce assets in the Pathways to Prosperity Network comprising 12 states.
- Created a **site evaluation tool** to allow districts, counties, and regions to perform a self-evaluation of their current education-to-career pathway efforts.
- Four Pathways regions (Upper Cumberland, Southeast, Southwest, and Northwest) **developed regional strategic plans** outlining regional goals and priorities. These regions also provide quarterly project plan updates.
- Regional and county highlights:
 - *Southwest*: The region expanded to two new counties—Hardin and Fayette. This expansion added over 100 students to the regional Pathways initiative in the advanced manufacturing sector. In total, Pathways Southwest now directly impacts almost 1,000 students.
 - *Northwest*: The region has increased its focus this year on career exploration and career readiness. 335 high school students and 62 teachers participated in career exploration activities and professional development with 14 area employers from the advanced manufacturing and healthcare sectors.
 - *Rutherford County*: The region held second annual Rutherford Works Summer Internship Program, a competitive program designed to offer rising seniors a meaningful work-based learning experience. Program doubled participation in its second year, with 39

students. Students worked 80 hours during the month of June earning \$10 per hour with employers in a variety of sectors, including advanced manufacturing and IT.

- *Upper Cumberland:* The region introduced middle school students to local career opportunities before they transitioned to high school by inviting speakers from business and industry to share their education and career journeys. Speakers traveled to rural middle schools in Overton, Putnam, and White Counties as part of the Highlands Speakers Program. The initiative sponsored 21 speakers; 939 students participated.
- *Southeast:* The region identified increasing work-based learning opportunities for students as a goal. As a result, Gestamp, a local advanced manufacturing company, began offering internship placements on the manufacturing floor to high school students from two school districts offering Mechatronics programs of study.

Upcoming in 2017

- Expand pathways programs into additional counties and schools across Tennessee. This will include the expansion of existing regions into new counties, as well as the establishment of regional Pathways initiatives in all remaining regions. The remaining regions (Northeast, East, Northern Middle, Southern Middle, and Greater Memphis) will join the state network and/or complete the initial regional onboarding process by the end of 2017, resulting in a full statewide presence of Pathways Tennessee.
- Develop and implement a professional development model which will support regional Pathways intermediary organizations and staff members in leading strategic planning to drive growth and innovation, regional sustainability, and the dissemination of promising practices.
- Formalize MOAs among state planning team partners on cross-agency processes and resources to assist in the expansion of Pathways Tennessee into new regions and counties and to increase coordination and collaboration in identifying and eliminating barriers leading to the implementation of education-to-career learning pathways.
- Develop and disseminate branding and marketing materials and communications strategies for students, parents, and businesses to increase stakeholder and community awareness.
- Coordinate and improve data collection and reporting processes to produce accurate and timely information for regional intermediaries about student access to, and successful completion of, education-to-career learning pathways in high-growth, high-wage industry sectors in order to drive statewide, regional, and local strategic planning and implementation.

Office of Divisional Support and Accountability

Accomplishments

- A more robust **Perkins Local Plan Guide** was published this past year to support CTE directors as they wrote their plans. For a third year in a row, **Perkins Local Plans** were submitted through **ePlan**.
- **96 percent of districts** were found to have drawn down their federal Perkins funds in a timely manner, the highest level in recent years.
- The department's 2015 Perkins Grant had \$812 reverted to the U.S. Department of Education, which equates to **.004 percent**.

- The 2016-17 **Perkins Reserve Grant** process awarded a total of **32 grants** for over **\$1.8 million**. LEAs submitted applications that focused in **five focus areas**: establishing WBL district model/apprenticeships, paying for capstone industry certifications, creating testing sites for capstones, purchasing lab-based or project-based equipment, and producing academic/career learning pathways. Of the 32 awards, this year had the **most joint grant proposals** in recent memory, directly enhancing CTE programs in **over 60 districts**.
- **\$164,000** was awarded to districts through Talent Improvement's annual **CTE Incentive program** to reward districts for advancing their CTE programs. This amount was **\$100,000 more** than the previous year.
- In the second year of the department's restructured **Risk Based Monitoring** process to comply with the new Uniform Grants Guidance, **only 25 districts** were being monitored this academic year, a reduction of 18 from the previous year.
- The federal **Office of Career Technical and Adult Education** (OCTAE) published its monitoring report in spring 2016 after conducting a state-level **monitoring** on the administration of the Perkins grant in October 2015. Only four issues were raised with the management of the secondary portion of the Perkins grant. Those issues are nearly fully resolved with updates to specific accountability documents.
- The **Federally Agreed Upon Performance Levels (FAUPL)** process was again conducted in ePlan. Based on initial numbers for 2015-16, there was a **reduction in LEA improvement plans by 30%** from the previous year.
- A data reporting section was added to the **CTE Director Manual** to provide a one-stop overview for CTE program of study open enrollment, follow-up reports, end-of-year reporting, data reviews, and FAUPL.
- Transitioned into ePlan all district progress reporting for **Perkins Reserve Grant recipients** to keep documentation in one system for improved accountability.

Upcoming in 2017

- Create and produce a comprehensive, easy-to-use **Perkins Grant Manual**. This manual, which is already in construction, will bring together, in one location, all state and federal grant requirements governing the administration of the Perkins grant.
- Publish new divisional accounting procedures to ensure **more timely reimbursement and invoice payment** to all CCTE stakeholders.
- Consolidate and streamline of **CTSO accounting processes** to provide CTSO state advisors greater transparency and more real time financial status of their accounts.
- Migrate and utilize ePlan in one accessible application to gather and store all Risk Based Monitoring **final reports, rubrics, and letters** so they are captured for all stakeholders.

Postsecondary and Career Readiness Data Initiative

Accomplishments

- **Data snapshots** were provided at the Fall CTE Directors meeting which outlined **district-specific** information on program of study offerings, CTE concentrators, ACT performance, and seamless postsecondary enrollment.
- The division obtained direct access to the state's **P20W longitudinal data system**, which links data on K-12 education, postsecondary education, and employment across the state. These data enable the department to help districts understand their students' postsecondary and career

outcomes during and after they exit the K-12 system.

- The office began work on methodically identifying, accessing, storing, and analyzing **college and career ready data** to ensure that the department achieves its goals on ACT and *Drive to 55*.
- A **postsecondary and career readiness data strategy** was created to guide the division's efforts in identifying and understanding how state and federal policies, programs, and initiatives impact student success during K-12 and after high school graduation.
- Data sharing agreements were signed with **industry certification vendors** to share data on students sitting for and earning industry certifications. Data began flowing during fall 2016.
- Established an **internal data request process** to track one time and recurring data requests.
- Began scoping needs and requirements to provide **data visualization** to division staff and district stakeholders to improve data-informed decision-making related to key programs and initiatives, such as Perkins indicators, CTE courses and programs of study, work-based learning, ACT scores, and early postsecondary opportunities.

Upcoming in 2017

- The **2015-16 CTE Report Card** will be released in January 2017, making this data available to LEAs **two months earlier** than the previous year.
- The **2017 CTE Data Calendar** will be updated and released in January with slight changes to dates to ensure reporting opens and closes on time and districts continue to input and receive timely data.
- Districts will have **disaggregated student subpopulation data** by each Perkins core indicator available to review in January 2017 to help with Perkins local, annual, and improvement plans.
- District and school-based **LEA Reports**, with sections providing information on capstone, course taking, school culture, and post high school, will be released by spring break 2017.
- The office will begin development of a new **database management system** to replace eTIGER system. Developers will be contracted to redesign the system. The new application will move beyond collecting CTE data for compliance purposes. Instead, it will allow stakeholders to find rich information regarding **several areas of readiness**. These areas will include CTE, early postsecondary, student secondary to postsecondary to career transition, work-based learning, among others.
- Webinars and videos will be created to provide more **visual** and **step-by-step guidance** for stakeholders to navigate data reporting processes.
- In collaboration with the division of data and research, the division will begin **linking industry certification data** to students and schools to analyze the impact capstone industry certifications are having on students who earn the certifications and their pathway decisions following graduation.
- As a result of the Career Forward Taskforce report, the division will work with the division of data and research to add **transparency measures** on the **TDOE Report Card** around early postsecondary attainment and enrollment, along with posting **student : school counselor ratios**.

Divisional Operations

Accomplishments

- Kicked off work with **six school districts, who will serve as pilot sites**, on the “Setting Students up for Success” IES-SLDS grant focused on postsecondary and career readiness. The grant is intended to highlight the development of a replicable framework for growing a postsecondary-going school culture and building school-based and district-based capacity for high-quality, personalized student advisement.
- Led and facilitated the **development and/or analysis of 17 legislative and budget proposals**, including bill and fiscal note analysis on seven bills introduced by General Assembly members and the development of 10 proposals recommending changes to T.C.A. language and/or budget requests to support divisional initiatives.
- Developed and introduced approximately **30 items for consideration and approval by the State Board of Education**. These policy and rule changes support divisional and department priorities, including (but not limited to) school counseling, ACT/SAT assessments, early postsecondary opportunities, and CTE-related coursework and licensing.
- Co-led the facilitation of the **ESSA Student Success working group**, which identified priorities and provided critical feedback during the development of the state ESSA plan.
- Implemented a divisional **communications strategy** and **branding and promotions guide** to assist staff in developing and executing communications.
- Facilitated the division’s ongoing CCTE webinar series to provide external stakeholders with timely presentations on division initiatives and priorities.
- Expanded and improved the division’s **student internship program** to provide opportunities for more students interested in education policy and state-level implementation. Thirteen students (high school, undergraduate, and graduate) provided invaluable support with research, data collection and analysis, resource development, and initiative implementation in all CCTE offices.
- Supported the 12 Tennessee **Governor’s Schools** in serving approximately 800 students during the 2016 summer session. This support included the revision of the required annual reports to allow for increased analysis of student participation and outcome data, as well as the implementation of a coordinated communications calendar intended to streamline the student application and notification process for students and counselors.
- Revised divisional internal processes and procedures, including the development of staff resources and training to assist in event planning, leveraging webinar and survey tools, and onboarding and exiting of CCTE staff members.
- Implemented several staff development and engagement series, including **bi-weekly “coffee talks”** that feature staff presentations on current projects and initiatives, and **bi-monthly potlucks and power breaks**.

Upcoming in 2017

- Collaborate with the Tennessee Higher Education Commission on the “Setting Students up for Success” project to incorporate student data and a newly **developed postsecondary-going milestone checklist** into CollegeforTN.org.
- Begin providing robust information to districts about former students’ postsecondary and employment outcomes from the state **P20W Longitudinal Data System** through the “Setting Students up for Success” project.

Division of College, Career & Technical Education
2016 Year in Review & Upcoming 2017 Initiatives

- Continue analyses of CCTE-related legislation and the development of state board rule/policy proposals.
- Develop additional trainings, resources, and processes to maximize divisional staff efficiency, including an updated staff manual and resource guide.
- Revise the division communications strategy and branding and promotions guide to assist in continued improvement of divisional communications planning and implementation.
- Improve functionality, accessibility, and timeliness of information and resources on the TDOE website.

01/05/17

Division of College, Career and Technical Education

